

NEXT MEETING: 4:10 PM 9 February 2004. Sinclair Auditorium.
Refreshments at 3:30.

Lehigh University

MINUTES OF THE FACULTY MEETING

8 December 2003

Presiding: Ron Yoshida (308 University Center)

Provost Yoshida called the meeting to order at 4:10 PM.

1. **Minutes.** The minutes of the November 3 2003 faculty meeting were APPROVED.
2. **Memorial Resolutions.** Professor Ray Bell read a tribute to William B. Stafford, late Professor Emeritus of Education and Human Services, who then MOVED that his remarks be incorporated in these minutes [see Attachment 1] and that a copy be sent to the family. The Provost declared the motion APPROVED by acclamation and the faculty STOOD for a moment of silence in memory of William B. Stafford.

Professor Anthony McHugh read a tribute to Leonard A. Wenzel, late Professor Emeritus of Chemical Engineering, who then MOVED that his remarks be incorporated in these minutes [see Attachment 2] and that a copy be sent to the family. The Provost declared the motion APPROVED by acclamation and the faculty STOOD for a moment of silence in memory of Leonard A. Wenzel.

Professor John Fisher read a tribute to Lynn S. Beedle, late University Distinguished Professor Emeritus of Civil Engineering, who then MOVED that his remarks be incorporated in these minutes [see Attachment 3] and that a copy be sent to the family. The Provost declared the motion APPROVED by acclamation and the faculty STOOD for a moment of silence in memory of Lynn S. Beedle.

The provost acknowledged the pending retirement of Professor Ray Bell.

3. **Graduation Motions.** Registrar Bruce Correll MOVED the three customary resolutions for the January 2004 graduation [see Attachment 4]. The resolutions were SECONDED and PASSED.
4. **Committee Motions.** Professor Barbara Traister, on behalf of the Educational Policy Committee, MOVED a proposal for a policy on technical minors in the P.C. Rossin College of Engineering and Applied Science [see Attachment 5]. The motion was SECONDED and PASSED.

Professor Traister then MOVED a proposal for a business minor in the College of Business and Economics [see Attachment 6]. The program will be restricted to 80 students per year; will be initially staffed by Professors of Practice; as the funding progresses, the program will be staffed a mix of PoPs and tenure-track faculty; standards for entry to the minor have not yet been established; and, the curriculum committee in the CBE is designing the courses for the minor.

The motion was SECONDED and PASSED

Professor George White, on behalf of the Graduate and Research Committee, MOVED two new courses in the College of Education [see Attachment 7]. The motion was SECONDED and PASSED.

Professor White then MOVED one new program and two new courses in Health and Bio-Pharmaceutical Economics [see also Attachment 7]. The motion was SECONDED and PASSED.

Professor White then MOVED two new courses in the College of Business and Economics [see also Attachment 7]. The motion was SECONDED and PASSED.

Finally, Professor White MOVED a change in the title and description for GBUS 426 – Financial Market and Institutions [see also Attachment 7]. The motion was SECONDED and PASSED.

Professor Arnold Spokane, on behalf of the Personnel Committee MOVED a change in R&P Section 2.2.5.5.1 regarding years spent as a visiting professor [see Attachment 8].

Professor Ed Kay offered a friendly amendment to strike “. . . accrued within seven years prior to a tenure track appointment...” from the first sentence. The amendment was accepted.

Professor Traister inquired as to the time limit for a visiting professor. Provost Yoshida indicated the limit was three years.

Professor Mary Beth Deily asked if an untenured faculty member could still seek tenure “early” under this policy, and whether time spent as a visiting professor would count in determining what is “early.”

Professor Roger Simon asked if a candidate may elect when the tenure clock starts, i.e., have any or all of the time spent as a visiting professor count toward the tenure clock.

Professor Spokane said he believed several candidates were likely to

come up early.

The motion was SECONDED.

Emeritus Professor Jim Hobbs offered a friendly amendment to change the sentence in the second paragraph to '(This revision is retroactive as of 12/08/03 for any current regular tenure track faculty who had previously been visiting faculty here at Lehigh.)' The amendment was accepted.

The motion PASSED

5. **Unfinished Business.** None.
6. **New Business.** None.
7. **Committee Reports.** None
8. **Provost's Report.** Provost Yoshida noted that applications for early admission are running at the same pace as last year.

He announced that President Farrington's State of the University address had been given to the College of Business and Economics, and will be given to the other colleges shortly

The university is engaged in outcomes assessment. From that assessment, several steps will follow: curricula implications; department curricula changes; distribution requirement changes; and finally co-curricular non-academic skills changes.

In June of 2007, Lehigh will have its 10th year review by the Middle States Association.

Finally, the provost relayed his positive experiences serving on the SOS committee for one semester

The meeting stood adjourned at 5:16 PM

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Mr. President;

William B. Stafford, Professor Emeritus of Counseling Psychology, passed away on November 13, 2003

Bill Stafford was a member of this faculty for 26 years, retiring in 1994. After graduating from Ohio University with a degree in Psychology in 1954 he stayed on to complete his MA, also in Psychology, before going to work as a Counselor at DePauw University. He completed his doctoral work in Counseling Psychology at Indiana University in 1965 where he stayed as an Assistant Professor before joining the College of Education at Lehigh in 1967. While at Lehigh Bill served on the Graduate, Honorary Degree, and Student Appraisal of Teaching Committees and the Research Council. In addition he served on numerous state and national professional committees, including the Pennsylvania Department of Education and the American Educational Research Association.

These are the facts of Bill Stafford's professional life. They do not, however, capture the essence of the man. The essence of Bill in his professional life was his deep care of humankind. A person who always saw the good in others, Bill practiced in his everyday interaction the characteristics of an effective listener. Never judgmental, always quiet and introspective, Bill made everyone feel their own importance.

Bill was an outstanding teacher and therapist. He touched the lives of many people, both in his classroom and in his practice, by "inviting" them to succeed. A great advocate of "self-concept" theory he was a co-founder, with Bill Purkey and Betty Siegal, for the International Alliance for Invitational Education. This Alliance, founded at Lehigh in July 1983 by a handful of educators and allied professionals from the US and Canada, now has thousands of members around the world. A large plaque commemorating this event can be found in Iacocca Hall.

Perhaps more importantly, Bill Stafford was a man of immense courage. For most of his adult life the severest form of arthritis debilitated him. In constant pain, where a single step caused him agony, he often refused to take his medication lest it impair his teaching or a therapy session. Yet he never complained nor asked for special consideration being more concerned for others rather than for himself.

A great admirer of Thomas Jefferson, Bill would travel to Monticello and the University of Virginia whenever he could and read anything on the man that he could lay his hands upon. He even used a replica of Jefferson's walking stick!

Bill had great love for his wife and children. When "Babs" died, all too young, in 1992, it was a tremendous blow to him but he took great solace from his love of and pride in his grandchildren and then his great grandchildren. Bill also very much enjoyed, in combination whenever possible, the sun, the sea, a very large and very dry "Gibson", and the fellowship of his many friends.

Gary Lutz, Arnie Spokane, Ed Shapiro and Ray Bell, on behalf, of the faculty in Education move that this remembrance of Bill be made a permanent part of the faculty record by being included in the minutes of this meeting. We further ask that copies be sent to his children Mark and Debbie.

Raymond Bell

**MEMORIAL RESOLUTION FOR
LEONARD A. WENZEL**

The students, faculty, and administration of Lehigh University note with deep sadness the passing of Leonard A. Wenzel, Professor Emeritus of Chemical Engineering on Sunday, November 23, 2003 at his home in Bethlehem. He was 80 years of age.

A native of Pittsburgh, Len earned his bachelors degree in Chemical Engineering from Pennsylvania State University in 1943, and his M.S. and Ph.D. from the University of Michigan in 1948 and 1950, respectively. Before joining the Lehigh faculty, he worked as a research engineer for several industrial companies. He also served with the U.S. Navy from 1944 to 1946.

Len joined the Lehigh faculty in 1951, the year Lehigh's chemical engineering department was established. He served as department chairman from 1962 to 1983. During that time the department faculty grew from five to 18 professors. His research interests spanned thermodynamics, cryogenics and mixed-gas adsorption. He taught the chemical engineering department's course in thermodynamics from 1951 through this past summer.

Len was the co-author of several highly successful undergraduate chemical engineering texts. He co-wrote *Principles of Unit Operations* with Lehigh professors Alan Foust, Curtis Clump, Louis Maus, and Bryce Andersen. The text has been translated into several languages and is considered a classic. He also co-wrote *Introduction to Chemical Engineering* with Andersen. Upon completion of his service as department chairman, he returned to scholarly writing, publishing *Chemical Process Analysis: Mass and Energy Balances* with fellow Lehigh faculty member, William Luyben. Subsequently, Professor Wenzel served as volume editor of *Cryogenic Processes and Machinery* for the American Institute of Chemical Engineers

Len was designated a Fellow of the American Institute of Chemical Engineers in 1982 and also served on the Foundation for two years. He was a 50 year member of the American Chemical Society and a life member of Sigma XI Scientific Research Society as well as a life member of the Alumni Association of the University of Michigan. From 1978 to 1979, he served as chairman of the Lehigh University Forum. His Lehigh honors include the Hillman Award for service and the Stabler Award for teaching.

In 1969-70, Len served as expert and project coordinator for a UNESCO project aimed at developing a graduate program in chemical engineering at the Universidad Industrial de Santander in Bucaramanga, Colombia. He also served as a UNESCO consultant in Colombia and Venezuela.

Len Wenzel was respected by his peers as a caring administrator who led a period of dramatic growth in the chemical engineering department and gave invaluable encouragement to young professors launching their research careers. But it was Len's

love of teaching and his trust in professors that colleagues most remember him for. In anticipation of the recently completed Centennial Celebration of the Chemical Engineering Program at Lehigh, he undertook, despite his serious illness, the responsibility of researching the history of Chemical Engineering at Lehigh. He also presented a keynote lecture on the first 50 years of the program at the Centennial Symposium which took place on the October 30 of this year.

In addition to his professional activities, Len Wenzel also took an active interest in a number of community projects in and around the Bethlehem area. One of his favorite projects was the United Way-sponsored agency, the South Bethlehem Neighborhood Center where he served as chairman of the board. He was also a commissioner of the Bethlehem Housing Authority for a number of years and he tutored for the Broughal Middle School. He was a member of Fritz Memorial United Methodist Church and served as their treasurer, board member, trustee and Sunday school teacher.

Over the span of six decades, Len Wenzel influenced innumerable lives, including those of countless undergraduate and graduate Chemical Engineering students, at Lehigh and around the world. He was a dedicated teacher who truly enjoyed imparting knowledge. The respect and admiration for his impact as teacher, scholar and friend was exhibited by the numerous spontaneous, warm expressions from alumni in the audience following his presentation at the Centennial celebration.

Speaking for all of them as well as for the untold number of faculty and practitioners who have benefited from his technical competence, as well as his genuine warmth and caring as a person, we have lost a true friend and mentor who will be greatly missed.

We offer our deepest condolences to his wife Constance, and members of his family: his son, Jesse and daughters, Alma, Frances, and Sara; his stepsons, Christopher, Timothy and Matthew, his stepdaughter, Nancy and his sister, Eleanor.

Respectfully submitted:

Anthony J. McHugh

President Farrington, I move that this memorial resolution be made a permanent part of the faculty record by being included in the minutes of this meeting, and that copies be sent to the members of his family.

MEMORIAL RESOLUTION IN REMEMBRANCE
OF PROFESSOR LYNN S. BEEDLE

The students, faculty, and administration of Lehigh University note with deep sadness the passing of Lynn S. Beedle, University Distinguished Professor Emeritus of Civil Engineering, on October 30, 2003 at the age of 85.

A native of San Francisco, Lynn obtained a B.S. degree in Civil Engineering with a minor in Architecture from the University of California – Berkeley in 1941. Assigned as a naval officer to the Postgraduate School of the U.S. Naval Academy in Annapolis, Maryland, he served as an instructor in naval architecture until he was appointed officer-in-charge of the underwater explosion research at the Norfolk Shipyard in 1942, with assignments in the U.S. Navy Bureau of Ships in Washington, D.C. and in the 1946 Bikini atomic bomb tests where he served as deputy officer in charge of the ship instrumentation group.

In 1947, Lynn joined Lehigh University as a research instructor in Civil Engineering, where he received his M.S. Degree in 1949 and his Ph.D. in 1952. Appointed an assistant professor in 1952, he was a full professor in 1957 and appointed a Distinguished University Professor in 1978. He was appointed Associate Director of Fritz Engineering Laboratory in 1952 and became its Director in 1960, where he served with distinction until 1984. He became Professor Emeritus in 1988. He had directed the research at the Fritz Engineering Laboratory on the behavior and design of steel structures since the early 1950's, which resulted in his first published textbook, "Plastic Design of Steel Frames" in 1958, and he led the Lehigh team as editor of "Structural Steel Design," published in 1964.

Many graduate students from the U.S. and from over 30 countries (Europe, Japan, China, South America and Australia) were attracted to Lehigh to pursue graduate studies as a result of Lynn's reputation and his promotion of Lehigh research. He always made it a point to try and meet with these graduates when he visited their countries during his many travels abroad.

The Structural Stability Research Council, which Lynn headed as Director for twenty-five years from 1968 to 1993 was organized in 1944 after the collapse of the Quebec Bridge during construction. The Council had a primary objective of developing knowledge about the behavior and strength of compression elements.

In 1969 Lynn founded the Council on Tall Buildings and Urban Habitat and served as its Director until he became Director Emeritus in 2000. This activity remained his passion, and through his leadership it brought together the disparate elements of architecture, structural engineering, construction, environment, sociology and politics in an effort that continues to provide the rationale that underlies the construction of high-rise structures.

In his lifetime Lynn received many accolades, awards and recognition from local, national and international organizations. Lehigh recognized his achievements with the Alfred Noble Robinson Award in 1952 and the R. R. and E. C. Hillman Award in 1973. He became the first Lehigh faculty member to be elected to the National Academy of Engineering in 1972. Other notable awards were the ASCE E. E. Howard Award in 1963, the Frank P. Brown Medal from the Franklin Institute in 1982, his election as an Honorary Member of ASCE in 1979 and the ASCE Opal Award for Lifetime Achievement in Management in 2002. In 1995 he was awarded the John Fritz Metal, often referred to as one of the highest awards in the engineering profession, which is selected by the American Association of Engineering Societies.

In 1999 Lynn was selected by Engineering News Record (ENR) as one of the 125 top people who had contributed most to the construction industry during that 125-year period from 1874 to 1999. Lynn's activities and awards brought significant recognition from around the world to Lehigh. It was largely through his efforts that funds were raised for the Fazlur Khan Chair and the Bruce G. Johnston Chair with the majority coming from abroad.

Lynn lived to see three awards established in his honor. In 2002, the Council on Tall Buildings and Urban Habitat honored him with a black tie dinner in New York by establishing the Lynn S. Beedle Achievement Award to be given annually to a selected individual for their service to the building profession and the Council. Also in 2002, the Structural Stability Research Council established the Lynn S. Beedle Award. The award is given to a selected worldwide leading stability researcher or designer who has made significant contributions to the field. In 2003, the Department of Civil and Environmental Engineering established the Lynn S. Beedle Distinguished Civil and Environmental Engineering Award with Lynn as the first recipient.

We have much to remember about Lynn Beedle and his many contributions to Lehigh, to the Civil and Environmental Engineering Department and the Fritz Engineering Laboratory.

The Lehigh University faculty has lost a great friend, an esteemed colleague, a leader with vision and boundless enthusiasm and a true Lehigh legend. We offer our deepest condolences to his wife Ella, his four sons – Lynn, Jr., David, Edward and Jonathan and his daughter, Helen.

Respectfully Submitted,

John W. Fisher, Ben I. Yen, Le-Wu Lu, James M. Ricles, Richard Sause, John L. Wilson, Arup
SenGupta

President Farrington, I move this memorial resolution be made a permanent part of the faculty record by being included in the minutes of this meeting and that copies be sent to the members of his family.



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December 8, 2003

GRADUATION MOTIONS

That with the approbation and consent of the Board of Trustees signified by their mandamus the appropriate academic degrees be conferred at the end of the current semester on those individuals who shall have completed all requirements for graduation no later than Wednesday, January 14, 2004, and that the President of the University and the Secretary of the Faculty be authorized to sign, on behalf of the Faculty, diplomas issued to these individuals;

That the appropriate graduation honors be awarded to those individuals whose averages the as computed by the Office of the Registrar, shall entitle them to be graduated with honors, high honors or highest honors according to the regulation published in section 3.11.1 of the current edition of the Rules and Procedures of the Faculty;

That the Committee on Standing of Students be empowered to act for the Faculty on any special cases involving candidates for bachelor's degrees which may arise between now and January 14 and that the Graduate Committee be empowered to so act in cases involving candidates for graduate degrees.

A PROPOSAL FOR A POLICY ON TECHNICAL MINORS IN RCEAS
SUBMITTED BY THE DEPARTMENT CHAIRS IN RCEAS

APPROVED BY RCEAS COUNCIL OF CHAIRS
SEPTEMBER 29, 2003

Preamble:

- 1 It is the goal of the PC Rossin College of Engineering to offer its undergraduate students the opportunity to study across a broad range of academic subjects. This goal is difficult to fulfill because of the disciplinary nature of engineering education. Recently the Accreditation Board for Engineering and Technology (ABET) has relaxed its rigid rules for accreditation. ABET strongly encourages a broad education as long as the "professional criteria" those criteria pertaining to each engineering discipline are maintained.
- 2 All curricula in the engineering disciplinary majors are highly structured and comprises of 4 segments: (i) core courses in the discipline (~30%) (ii) Technical (engineering, science) and Free Electives (~25%), Humanities and Social Requirements (~17%), and basic Math and Science (~28%) The total number of credit hours for a BS in Engineering at Lehigh ranges from 131-134 credits. The motion below is about creating a uniform policy across RCEAS for the use of the Technical and Free Electives to broaden the students learning experiences.
- 3 This proposed policy is meant to encourage students in RCEAS to broaden their educational goals by seeking minors. These Minors provide our students with well structured in depth introductions to evolving technologies that are shaping the new paradigm for every discipline in engineering education for the 21st century. Examples of the new technologies are: Optical technology, Nanotechnology Bioengineering and Biotechnology. Given the constraints of the curriculum this proposed policy allows our students easier access to those minors.
- 4 The fact that an engineering department is administering a minor should not automatically preclude all students in that department from taking that particular minor when the minor is distinct from the major in the department. For example students enrolled in the Civil Engineering BS degree program should be allowed to take a Minor in Environmental Engineering (administered by the department of CEE). Students in the BS degree program of Chemical Engineering should be allowed to take a Minor in Biotechnology or Polymer Science (which is administered by the ChE department). In the future, another example will include a minor in Nanotechnology administered by Materials Science and Engineering Department

Motion:

1. Departments may allow their students to take a minor in the same department when the minor is in a field distinct from the field of the major.
2. Technical electives can be used to satisfy the requirements of an approved minor. Note: The departments of the College use different names for what are here called "technical electives." It is understood that this clause applies to all of them
3. At most one required course in the major may be used to satisfy the requirements of the minor. Note: A "required course", as referred to in this clause, is a specific course required for the program. It does not refer to courses that are taken to fulfill a non-specific requirement

**PROPOSAL FOR A BUSINESS MINOR
OFFERED BY THE COLLEGE OF BUSINESS AND ECONOMICS**

Proposed new program mission statement: The purpose of the business minor program is to enable non-CBE students to pursue a course of business studies that will enable them to supplement their major studies and make them more marketable. The overall learning objective of the program is to provide non-CBE students with the knowledge and skills with which to make more informed business decisions.

Rationale for proposed new program: The development of the business minor program comes as a response to a number of stakeholders in the university, including students, parents, and employers. Specifically, each of these stakeholders has indicated a need to supplement the technical skills learned in a major outside the CBE with exposure to basic business decision-making processes that will enable these students to more effectively participate in decisions made by the organizations that they eventually employ them. As an example, employers who participated in an employer interest group this past summer indicated that they currently employ non-CBE students for positions in sales and consulting and then train them in business processes once they are hired. By offering our non-CBE students a business minor, employers have told us this would make Lehigh students more attractive to them.

Description of proposed new program: It is proposed that the College of Business and Economics (CBE) offer a business minor program to students who are not in the CBE beginning in the fall of 2004. This program will consist of 14 credit hours, which will consist of six courses to be developed and staffed by the CBE. The only prerequisite for entry into the program is ECO 1. Non-CBE students may begin the program in either their sophomore or junior years after completion of ECO 1. In addition, students in the business minor program will be strongly encouraged to take a class in probability theory and statistics as part of the major program in either the Rossin College of Engineering and Applied Sciences (RCEAS) or the College of Arts and Sciences (CAS). Students will also be strongly encouraged to complete an Integrated Learning Experience (ILE) either as part of their major program, such as IPD, or through an internship or participation in LUMAC in the CBE.

Courses offered in the business minor program are not open to students currently in the CBE nor may these classes count as substitutes for CBE core classes should a student later decide to transfer into the CBE.

The business minor program is not meant to be a substitute for a business degree. It is meant as a supplement to a student's major studies outside the college. Nor is the business minor program an entrepreneurship program. A program in entrepreneurship is currently being developed by faculty in both the CBE and RCEAS and will be presented to the faculty at a later time.

Proposed program of studies for the business minor: As indicated above, the business minor will consist of 14 credit hours. These courses will be integrated across the entire program and must be taken in a locked step sequence. These 14 credit hours plus the prerequisite consist of the following courses:

Required prerequisite course:

- **ECO 1 – Principles of Economics** (4 credit hours). ECO 1 can be taken in either the freshman or sophomore year and must be completed prior to entering the business minor program. ECO 1 is also offered each summer as a Web-based class.

Required courses:

- **BUS 125 – Behavioral Skills Workshop** (1 credit hour, Fall.). BUS 125 is a new course to be developed that will have as its aim to equip students to work with others in a business setting in making business decisions. The focus of the class will be on effective decision making and will include such topics as group and team decision making, conflict resolution and negotiation, ethical decision making, and creative problem solving. This course will be offered as an intensive, two-day workshop at the beginning of each fall semester and will heavily focus on experiential learning. Prerequisite: ECO 1.
- **BUS 126 – Information Analysis and Financial Decision Making I** (3 credit hours, Fall.). Co-requisite: BUS 125.
- **BUS 127 – Information Analysis and Financial Decision Making II** (3 credit hours, Spring.) Prerequisite: BUS 126.

BUS 126 and BUS 127 is a six credit hour sequence offered over two semesters that will focus on operating, investing, and financing decisions that managers make in any organization with a specific emphasis on areas relating to accounting, corporate reporting, financial statement analysis, corporate finance, capital evaluation, and investment topics. Completion of this six credit hour sequence will enable the business minor student to learn:

- The importance of accounting and finance within the larger economic context.
 - The language of finance and accounting.
 - How to communicate effectively with finance and accounting professionals inside and outside of the organization
- **BUS 225 – Developing, Producing, and Marketing Products and Services I** (3 credit hours, Fall.). Prerequisite: BUS 127.
 - **BUS 226 – Developing, Producing, and Marketing Products and Services II** (3 credit hours, Spring.) Prerequisite: BUS 225.

BUS 225 and BUS 226 is a six credit hour sequence offered over two semesters that will focus on how organizations: identify customers and their requirements; develop products and services to satisfy customer requirements; produce products and services at the right quality and cost; communicate product value to customers; price products and services to be competitive and profitable; deliver products and services at the right place and time; and pursue continuous improvement. At the end of this six credit hour sequence, students will understand:

- The terminology and concepts related to product development, operations, and marketing as well as their practical applications.
 - The range of decisions made in the domains of product development, operations, and marketing and the interrelationships between these decisions.
 - The decision-making process and research tools, processes, and information technology necessary to ensure optimal decisions are made in each organizational activity embedded within the organization's value chain.
- **BUS 326 – Business Strategy** (1 credit hour, Spring) BUS 326 is a two-day, intensive workshop focused on a business simulation. In this workshop students will develop corporate strategy and make decisions that impact performance metrics of the firm. By participating in this simulation, students will learn how decisions made by units of the firm affect the overall performance of the firm and the attainment of its overall corporate strategy. Co-requisite: BUS 226.

Recommended courses:

- **Probability Theory and Statistics** (e.g., ECO 145, MATH 12, IE 111, PSYC 110, etc.)
- **An Integrated Learning Experience** (e.g., ME/BUS 211, MGT 311, or internship)

The courses required in the business minor program will be offered in a lock step sequence requiring completion of each course in the sequence before being able to continue with the next course. That is, students must first complete BUS 126 before taking BUS 127, BUS 127 before taking BUS 225, and BUS 225 before taking 226. BUS 125 and BUS 326 are to be taken in conjunction with BUS 126 and BUS 226, respectively.

Program admission requirements: Each spring, 80 students will be accepted into the business minor program for the following fall. Application into the program will be made by students and submitted to the program director by March 1st. An admissions committee comprised of the business minor program director, associate dean for the undergraduate CBE program, and the business minor curriculum committee will make admission decisions based on G.P.A., experience, and interest in pursuing business opportunities upon graduation from Lehigh (to be evaluated on the basis of a written

essay). Students will be notified of admissions decisions prior to registration for the fall semester. Entrance into business minor classes will be controlled by restricted overrides by the director of business minor program.

Resource impact statement:

The business minor program will require a number of resources that do not currently exist to ensure its success:

- **Program Director.** A program director will be appointed who will have the responsibility of coordinating all aspects of the program, including but not limited to such activities, as promotion of the program, recruiting students, coordinating the admissions process, monitoring, in conjunction with the faculty curricula committee, the curriculum, etc.
- **Faculty.** In its steady state, the business minor program will require the addition of four faculty to staff the program. Initially, these faculty will be hired as Professors of Practice, but may in the future become full-time, tenure-track faculty as the program becomes established.
- **Faculty Curriculum Committee.** A faculty curriculum committee representing all departments in the college will be appointed by the Dean with responsibilities, in conjunction with the program director, to aid in the development of course curriculum, selection of course materials, hiring of program faculty, selection of students, and ensuring the overall quality of the program. This committee will also be charged with performing assessment of the program and will be required to report back to the CBE faculty on a biennial basis.
- **Library and Technical Resources.** No new library or technical resources are envisioned at this time, as existing library and classroom resources will be used.
- **Facilities.** The Business Minor Program will use existing classroom facilities.

Funding: Full funding for the development and implementation of this program is being provided on a permanent basis by the Provost's office.

Deans' statement: The proposed Business Minor Program has received the full endorsement and support of the deans of the College of Arts and Sciences, the College of Engineering and Applied Sciences, and the College of Business and Economics, as well as that of the president and provost.

Summary of Changes Brought Forward to GRC by Curriculum Subcommittee
Recommendations to Full Faculty
December 8, 2003

College of Education

Two new courses in School Psychology:

- New Course-- SchP406 Research Methods and Design
- New Course-- SchP407 (Cpsy407) Crisis Management in the Schools

Recommendation from GRC: Approve both

College of Business and Economics

1 new program with 2 accompanying new courses:

- New Program-- M.S. in Health and Bio-Pharmaceutical Economics
- New Course -- Eco 4xx - Bio-Pharmaceutical Economics
- New Course -- Eco 4xy – Cost-Benefit Analysis

Recommendation from GRC. Approve all

New Course:

- GBUS 496 – MBA Field Studies
- GBUS 458 – Survey of Project Management

Recommendation to GRC: Approve both

Change in Title and Description:

- GBUS 426 Financial Markets and Institutions

Recommendation to GRC: Approve

School Psychology Program

Proposed New Course

(Rev. 4/24/01)

1. **Proposed new course number and course description (as it will appear in course catalogue):**

SchP 407 (CPsy 407) Crisis Management in the Schools. This course is designed to provide students with knowledge and skills related to crisis preparedness and intervention in the schools. Relevant theories and research literature will be explored as well as practical elements of crisis response that are applicable to all school systems. In addition, intervention strategies and protocols will be examined and discussed. Permission of instructor is required.

2. **Instructional mode (i.e., lecture, recitation, laboratory, seminar, independent study, or other) and number of contact hours per week:**

Lecture & discussion; 3 contact hours per week

3. **Rationale for proposed new course:**

In recent years, it has become increasingly important for school psychologists, school counselors, and special educators to be aware of effective strategies to prevent crises in schools and/or to directly address crises that may occur in school settings. Surveys of recent graduates from the school psychology program consistently identified a need for a course in crisis intervention in our curriculum. A prototype of this course has been offered in two of the previous three years under the SchP 429 Special Topics in School Psychology course listing. On both occasions, the course enrolled nearly 30 students from counseling and school psychology, further attesting to the perceived need for this course among students. The School Psychology program faculty recently have added this course as a requirement for both Ed.S. and Ph.D. students. We plan to offer it on an alternate year basis.

4. **Academic impact on programs affected by new course:**

- a. **Is this proposed new course cross listed?**

Yes, with Counseling Psychology.

- b. **Identify any known effects of the proposed new course on other programs at the University.**

This course will be available to graduate students in affiliated programs, e.g., counseling psychology and special education.

- c. **If there are known effects, individuals in charge of the affected programs must be consulted about the changes and the following information provided:**

- (1) **Who was consulted?**

Dr. Nicholas Ladany, coordinator of counseling psychology program

- (2) **Is the proposed new course acceptable to all affected programs?**

Yes, specifically for graduate students in Counseling Psychology

- (3) Will any changes be required in the affected programs? If so, describe.

No. This course is already required of school psychology graduate students and has been taught under the Special Topics in School Psychology course listing on two previous occasions.

- d. Identify any known effects of the proposed new course on the University's commitment to diversity.

No known effects.

5. Resource Impact Statement:

- a. Provide each of the following:

- (1) Library impact statement

This course will not require the purchase of any new books or journals. Relevant books and journals are already in the library collections.

- (2) Computer impact statement

No impact beyond the needs of any other course.

- (3) Faculty impact statement

One of the four core school psychology faculty (or an experienced adjunct faculty member) will need to teach this course in alternate years. This course was taught on two previous occasions under the SchP 429 Special Topics in School Psychology course. Further, this course has replaced SchP 427 (Standardized Tests and Measurement) as a requirement for the Ed.S. degree in School Psychology. Thus, the addition of this course will not impact faculty resources.

- (4) Facilities impact statement

None. This course does not require any additional facilities.

- b. Provide a statement indicating who will assume financial responsibility for any new resources required:

Not applicable since no new resources are required to offer this course.

School Psychology Program

Proposed New Course

(Rev. 4/24/01)

1. **Proposed new course number and course description (as it will appear in course catalogue):**

SchP 406 Research Methods and Design. This course is designed to provide skills in the use and application of research methodologies and in the conceptualizing and writing of research proposals. Specifically, the course is focused on developing conceptual knowledge of specific research methods, interpreting data using specific methods of analysis, and developing independent research skills focused around one's own research project. The course is primarily designed for doctoral students in School Psychology and Special Education. Permission of instructor is required.

2. **Instructional mode (i.e., lecture, recitation, laboratory, seminar, independent study, or other) and number of contact hours per week:**

Lecture & discussion; 3 contact hours per week

3. **Rationale for proposed new course:**

Prior to the 2002-2003 academic year, doctoral students in School Psychology took one course in research methods and design in addition to the required course sequence in statistical analyses. This research design course was taken in the fourth year as a way support the development of a dissertation proposal. Over time, program faculty and students have identified a need for a research design course in the first year of the program in order to (a) build a strong conceptual base in research methods before taking statistical analysis courses and beginning student research and (b) prompt and support the initial development of a doctoral qualifying project (masters thesis equivalent). In particular, students have struggled to complete the latter requirement in a timely fashion and it was believed that adding a research design course to be taken by first-year doctoral students would aid in addressing this concern. In fact, this new course was offered last spring to 7 doctoral students under the SchP 429 Special Topics in School Psychology course. Not only did students provide very positive evaluations of this course, but at least 3 of the students have already proposed their doctoral qualifying projects (which is substantially earlier than for students from previous cohorts).

4. **Academic impact on programs affected by new course:**

- a. **Is this proposed new course cross listed?**

No

- b. **Identify any known effects of the proposed new course on other programs at the University.**

This course will be available to doctoral students in affiliated programs, e.g., special education.

- c. **If there are known effects, individuals in charge of the affected programs must be consulted about the changes and the following information provided:**

- (1) **Who was consulted?**

Dr. Asha Jitendra, coordinator of special education program

(2) **Is the proposed new course acceptable to all affected programs?**

Yes, specifically for beginning doctoral students in Special Education

- (3) Will any changes be required in the affected programs? If so, describe.

No, other than requiring beginning doctoral students to take the course.

- d. Identify any known effects of the proposed new course on the University's commitment to diversity.

No known effects.

5. Resource Impact Statement:

- a. Provide each of the following:

- (1) Library impact statement

This course will not require the purchase of any new books or journals as it is a course related to research methodology and statistical analyses. Relevant books and journals are already in the library collections.

- (2) Computer impact statement

No impact beyond the needs of any other course.

- (3) Faculty impact statement

One of the four core school psychology faculty will need to teach this course once per year. This course was taught in Spring 2003 and will be taught again in Spring 2004 under the SchP 429 Special Topics in School Psychology course. Thus, the addition of this course will not impact faculty resources.

- (4) Facilities impact statement

None. This course does not require any additional facilities.

- b. Provide a statement indicating who will assume financial responsibility for any new resources required:

Not applicable since no new resources are required to offer this course.

Graduate and Research Committee

Proposed New Course

December 8, 2003

1. Proposed new course number and course description (as it will appear in course catalogue):

Eco 4xy Cost-Benefit Analysis (3)

Theory and methods of cost-benefit analysis; efficiency and equity as criteria in program evaluation; proper measurement of market and non-market costs and benefits; consideration of risk, uncertainty, appropriate discounting techniques and distributional consequences; applications include the evaluation of health care policies and therapies.

2. Instructional mode (i.e., lecture, recitation, laboratory, seminar, independent study, or other) and number of contact hours per week:

Lecture/seminar mode

3 contact hours per week

3. Rationale for proposed new course:

This course is required for the proposed MS in Health and Bio-Pharmaceutical Economics. There are significant career opportunities for science-trained individuals who are skilled in economic analysis relevant for cost-effectiveness and cost-benefit studies of medical procedures and drug therapies.

4. Academic Impact Statement:

a. Is this proposed new course cross listed?

No.

b. Identify any known effects of the proposed new course on other programs at the University.

None identified

c. If there are known effects, individuals in charge of the affected programs must be consulted about the changes and the following information provided:

(1) Who was consulted?

(2) Is the proposed new course acceptable to the affected programs?

(3) Will any changes be required in the affected programs? If so, describe.

- d Identify any known effects of the proposed new course on the University's commitment to diversity

None

5. Resource Impact Statement:

a. Provide each of the following:

(1) Library impact statement

Current resources – library holdings, internet access and interlibrary loan facilities – are sufficient to support this course.

(2) Computer impact statement

Existing computer and educational technology resources are sufficient.

(3) Faculty impact statement

This course is being developed by Art King and Vince Munley. Art's return to the faculty from his administrative assignment will provide added resources to staff this course. In addition, while recruiting a new faculty member in bio-pharmaceutical economics we will look for candidates who could teach this course in addition to Eco 4xx Bio-Pharmaceutical Economics.

(4) Facilities impact statement

None identified

b Provide a statement indicating who will assume financial responsibility for any new resources required:

The Provost has authorized the hiring of a new faculty member capable of teaching this course.

Proposed New Program
M.S. in Health and Bio-Pharmaceutical Economics
December 8, 2003

1. Proposed new program mission statement:

The M.S. in Health and Bio-Pharmaceutical Economics is designed for students with undergraduate life sciences degrees. The course of studies will develop the quantitative and analytical skills that, in combination with their science training, will prepare our students to carry out sophisticated studies of the benefits and costs associated with new drugs, medical therapies and diagnostic procedures and to perform critical analyses in support of strategic marketing decisions and the management of risk and uncertainty in portfolios of R&D projects.

2. Rationale for proposed new program:

During the 2002-03 academic year we conducted two focus groups and numerous interviews involving individuals from health care, biotechnology and pharmaceutical firms and experts on these industries from venture capital and consulting organizations. One conclusion from these meetings was that there are excellent career opportunities for individuals combining solid undergraduate training in life sciences with the ability to carry out quantitative analyses of business decisions and knowledge of key economic and business issues affecting the health care sector of the global economy.

The government, health insurers, health care providers, biotechnology firms and pharmaceutical manufacturers have become increasingly interested in studies of the cost effectiveness of new drugs, therapies, diagnostic procedures and medical equipment. The proposed MS degree will prepare students to carry out sophisticated cost effectiveness and cost-benefit analyses.

Attendees at our focus group meetings have also suggested that this proposed MS degree in combination with an undergraduate science major would be excellent training for business and financial analysts focused on the health care sector and for strategic marketing analysts in the biotechnology, pharmaceutical and medical implements industries.

In addition to these professional opportunities, this program will also serve some students as preparation for further graduate study at the PhD level in health economics and health policy.

3. Description of proposed new program:

a. Admission criteria:

(1) minimum requirements

Prospective students must have an undergraduate degree with a major in the life sciences or a related field (such as chemistry, pre-med, chemical or bio-engineering, etc.).

(2) background courses required

Applicants should have completed at least two calculus courses, a course in statistics, and courses in both principles and intermediate microeconomics. Applicants lacking one or more of these background prerequisites may still be admitted to the program, but

courses taken to remedy background deficiencies will not count toward the required minimum credit hours for the master's degree.

(3) examination(s) (e.g., GRE, GMAT, etc.) required

Applicants must submit scores from a general graduate-level examination that tests both quantitative and verbal aptitude, such as the GRE or GMAT. The verbal portion of the examination, in addition to TOEFL scores required of all international applicants, will serve as tests of facility in English.

(4) language requirement

None

(5) application process for interdisciplinary programs

Not Applicable

(6) admission deadline

Applications are due by July 15. However, students may be admitted on an associate student basis if their applications are received by the day falling two weeks before classes begin.

b. Specific degree requirements:

(1) course requirements (new or existing)

The following courses (21 credit hours) are required:

Eco 412 Mathematical Economics (3)
Eco 402 Managerial Economics (3)
Eco 415 Econometrics (3)
Eco 447 Economic Analysis of Market Competition (3)
Eco 455 Health Economics (3)
Eco 4xx Bio-Pharmaceutical Economics (3)
Eco 4xy Cost-Benefit Analysis

In addition the student must take 9 credit hours of elective courses, selected in consultation with and approved by the MS advisor.

(2) thesis requirement

A thesis is not required. Subject to approval, however, a student may elect to write a thesis under the direction of a faculty member. Successful completion of a thesis will earn six credit hours toward the 30 hours required for the degree and, thereby, substitute for two elective courses.

(3) comprehensive examination requirement

Not required.

4. Academic Impact Statement:

- a. Is this proposed new program interdisciplinary?

No

- b. Identify any known effects of the proposed new program on other programs at the University.

The first four required courses listed above are also required for students in the MS in Economics. Success in attracting students to the MS in Health and Bio-Pharmaceutical Economics may come at the expense of lower enrollments in the MS in Economics and/or increased class sizes in courses required for both degrees. There is sufficient excess capacity in these courses at present to accommodate the anticipated enrollment in this proposed MS program.

- c. If there are known effects, individuals in charge of the affected programs must be consulted about the proposed new program and the following information provided:

- (1) Who was consulted?

The Economics Dept.

- (2) Is the proposed new program acceptable to the affected programs?

Yes

- (3) Will any changes be required in the affected programs? If so, describe

No.

- d. Identify any known effects of the proposed new program on the University's commitment to diversity.

The program will contribute to intellectual diversity by assembling students with varying undergraduate science degrees in a program oriented toward business economics. Moreover we will make every effort to recruit qualified female and minority students into the degree program

5. Resource Impact Statement:

- a. Provide each of the following:

- (1) Library impact statement

Since this program builds on the MS in Economics and involves just two new courses, current library resources will be adequate to support the degree. Lehigh already subscribes to key academic journals in the field and has an adequate holding of books. Acquisition of materials through on-line data bases and inter-library loan will serve to

supplement existing library holdings. As the MS program develops it seems reasonable to expect that the normal acquisition process would lead to a shift in our economics collection toward health care, biotechnology and pharmaceutical subject

(2) Computer impact statement

The pedagogy used in this program will not place extraordinary strain on computer and instructional technology resources. Our objective is to attract 10 full time tuition paying students a year. Even adding in a few presidential scholars, the marginal costs from additional graduate student enrollment in this program should be covered by the technology fees.

(3) Faculty impact statement

This proposal for a new MS degree is being developed simultaneously with a serious effort to invest in health-related faculty resources in the CBE. With the addition this fall of Shin-Yi Chou in health economics; permission to hire a person with expertise in the economics of the biotechnology and pharmaceutical industries to begin next fall, and the return of Art King to full time faculty status, the economics department will have three faculty members with primary research and teaching interests that will support the proposed MS program. These faculty resources will be augmented by existing economics faculty with expertise in the general study of cost-benefit analysis, by a new hire in health and pharmaceutical marketing in the department of management and marketing and by authorization to hire a professor of practice to develop short, industry focused elective courses for the program.

(4) Facilities impact statement

We anticipate no facilities impact.

- c. Provide a statement indicating who will assume financial responsibility for any new resources required:

The economics department has received authorization from the Provost to hire new faculty required for this degree program

Graduate and Research Committee

Proposed New Course

December 8, 2003

1. Proposed new course number and course description (as it will appear in course catalogue):

Eco 4xx Bio-Pharmaceutical Economics (3)

Characteristics of the market for pharmaceuticals; barriers to entry, competition and innovation; pricing and regulation; physician prescribing behavior; commercialization and financing of biotech startups; international comparisons of public policy.

2. Instructional mode (i.e., lecture, recitation, laboratory, seminar, independent study, or other) and number of contact hours per week:

Lecture/seminar mode

3 contact hours per week

3. Rationale for proposed new course:

This course is required for our proposed MS in Health and Bio-Pharmaceutical Economics. When coupled with Eco 455 Health Economics, this course will provide students with a comprehensive overview of the health care supply chain from individual consumers of health care to health providers and insurers to producers of drugs, therapies, diagnostic methods and medical implements

4. Academic Impact Statement:

a. Is this proposed new course cross listed?

No

b. Identify any known effects of the proposed new course on other programs at the University.

None identified.

c. If there are known effects, individuals in charge of the affected programs must be consulted about the changes and the following information provided:

(1) Who was consulted?

(2) Is the proposed new course acceptable to the affected programs

(3) Will any changes be required in the affected programs? If so, describe.

d. Identify any known effects of the proposed new course on the University's commitment to diversity.

None

5 Resource Impact Statement:

a. Provide each of the following:

(1) Library impact statement

Current resources – library holdings, internet access to articles and interlibrary loan facilities – are sufficient to support this course.

(2) Computer impact statement

Existing computer and educational technology resources are sufficient.

(3) Faculty impact statement

The department has been authorized to search for an assistant or associate professor with the expertise to teach this course

(4) Facilities impact statement

None.

b. Provide a statement indicating who will assume financial responsibility for any new resources required:

The provost has authorized the hiring of new faculty resources required.



Graduate Programs Office

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October 14, 2003

To: Graduate Research Committee
From: Kathleen Irexler
RE: New Course for Field Studies in MBA Program

The College of Business and Economics faculty approved the following course at their faculty meeting on Wednesday, October 29, 2004.

GBUS 494 – Field Projects (1-4 Credits)

The field projects course will provide MBA students with an opportunity to apply MBA concepts with an employer, corporate partner or other suitable organization. Students will work with a supervising professor and a corporate representative on a project designed by the student. Students must prepare a written proposal for the project including the expected outcomes and an estimate of the hours required for completion. Students will present their proposal to a faculty member of their choice for approval. The academic rigor and time required to complete the project will determine the number of credits earned.

Instructional mode: Independent project supervised by a faculty member.

Rationale: MBA 406 originally included the opportunity for students to do industry projects as a method of applying the body of knowledge acquired in MBA 401 through MBA 405. Recent changes in MBA 406 have eliminated this option. However, the MBA Core Team believes that the application of MBA concepts in a corporate setting is very valuable. Many of our MBA students have done outstanding projects that have resulted in job offers and/or increased their visibility within their firms. GBUS 494 will allow students the option to do a field project as an elective and have it appear on their transcript properly identified.

Academic Impact:

Is the proposed course cross listed? No

Identify any known effects of the proposed new course on other programs at the University. No known effects.

Identify any known effects of the proposed new course on the University's commitment to diversity. No known effects

Resource Impact Statement:

Library Impact – Since this is a field study, there should be little if any impact on library resources.

Computer Impact Statement – Since most MBA students are part-time and have computer availability in their home or office, there should be little impact on computer resources.

Faculty Impact Statement – This course will not require increased faculty resources. MBA faculty currently supervise field projects without compensation. Since the field project no longer fulfills the requirements of a core course (MBA 406) there should be fewer projects in the future.

Facilities Impact – No known effect on facilities since most of this work will be done off campus

Financial Responsibility: The College of Business & Economics assumes the financial responsibility for this course.



Graduate Programs Office

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October 14 2003

To: Graduate Research Committee
From: College of Business & Economics
Re: Permanent number for Survey of Project Management

The following course was approved by the College of Business & Economics at the faculty meeting on September 23, 2003.

GBUS 458 – Survey of Project Management (3 cr.)

Provides an overview of the project management framework and knowledge areas. It deals with the day-to-day, hands-on problems of managing a project (defined as a temporary structure within a permanent organization, set up to achieve a specific objective). Areas covered will include: project integration, project scope, project planning and implementation, project control and evaluation, project cost and risk management, project resource management and organization, and project communication. Cases will be used to illustrate problems and techniques to solve them. A basic project management software tool will be introduced and utilized in this course. This course is designed for MBA students who want a general exposure to project management concepts. **This course may not be used in the Project Management Certificate Program**

Instructions Methods

This course is offered both on-campus and on the web. Both courses cover the same material. Lecture, case studies and project management software are used to introduce and reinforce the concepts. The on-line course offers both asynchronous and synchronous sessions. Centra is used for the synchronous sessions.

Rationale

This course is used to give a broad overview of the concepts in Project Management. Many areas including finance, information systems, supply chain and marketing use project management extensively to organize their workload. Students should be exposed to the Project Management concepts used within these areas. We have offered the course for the past 2 years to substantial enrollments due to its relevance to many different

business and engineering fields. This Project Management course would be used as an elective in several concentrations within the MBA Program such as Management of Technology, Managing Information Systems and Supply Chain Management.

Academic Impact

The course is not cross listed.

There are no known effects on other programs across campus.

There are no known effects on the University's commitment to diversity.

Resource Impact Statement

There is no known impact on the library. Library research is not required in this course.

At this time, the software package used in the course, Microsoft Project, is packaged with the book. No new software should be required. Students will need to use computer resources for the course but since most of our students are part-time, they usually work on their projects off-campus. The course has been offered for two years without a negative impact on computer resources.

This course is currently taught by an outside consultant who is a certified instructor for the Project Management Institute. The Project Management Institute is the industry benchmark for Project Management research and sets industry standards for instruction in this area. It will not have any impact on our current faculty resources but may at some point in the future, be taught by regular Lehigh faculty.

This course will not require any new or additional facilities.

Finance Proposal: Finance Course Modification

Change in Course Description and Title GBUS 426

Current title and description:

GBUS 426 – Financial Management of Financial Institutions

Asset and liability management of commercial banks, savings and loan association, life insurance companies, and pension plans. Short and long-run responses to changes in economic conditions, interest rates and regulations.

Prerequisite: GBUS 419 and GBUS 420 or designated Finance faculty representative approval

New description and title:

GBUS 426 – Financial Markets and Institutions

Functions and portfolios of financial intermediaries. Sectional demand and supply of funds, nature and role of interest rates, term structure and forecasting, impact of inflation and regulations on financial intermediaries and markets, and current developments in the financial system. Management of assets and liabilities within the U.S. financial institution's legal and economic constraints
Prerequisite: GBUS 419 and GBUS 420, or designated Finance faculty representative approval.

Rationale: This is a downstream elective for the Finance Concentration in the MBA, the M.S. in Accounting and Information Analysis and in the soon to be proposed MS in Analytical Finance. With the recent changes in the graduate curriculum and proposed degree programs, the course needs to reflect the directional shift in content

Resource Requirements: Initially none. The course is currently on the books although is has not been taught in recent years. It could become an attractive elective should there be an increase in demand for finance courses due to the new program or within the current programs. If this should happen, additional faculty resources or an adjunct faculty would be required. No additional computer or library resources are required.

To: Lehigh University Faculty

From: Faculty Personnel Committee

Re: Years spent as a visiting professor

Personnel Committee moves the following at the December 8 Faculty Meeting

Proposal:

Change section 2.2.5.5.1 of R & P from:

2.2.5.5.1- Years spent as a visiting professor.

Years of full time service at any professorial rank at Lehigh, accrued within seven years prior to a tenure-track appointment, are included in the probationary period (see 2.2.3).

TO:

2.2.5.5.1- Years spent as a visiting professor.

Years of full time service at any ^{VISITING} professorial rank at Lehigh, ~~accrued within seven years prior to a tenure-track appointment.~~ are not included in the probationary period (see 2.2.3).

REVISION IS BY 12/08/03
(We are proposing that this be made retroactive to any current regular tenure track faculty who had been previously been visiting faculty here at Lehigh).

Background:

This motion passed the Personnel Committee following discussion. The motion was forwarded by the department chairs to the FSC, and was then gated to the Personnel Committee. Personnel Committee is now placing this motion on the floor with full support.

RATIONALE:

Visiting faculty positions are created for many reasons. In many cases, these individuals are expected to engage in higher than normal teaching loads and have few research expectations. If such faculty move into tenure-track positions, they are disadvantaged in having the full probationary period to reach levels of performance that would lead to a successful tenure decision. By not counting the years spent as a Visiting faculty member,

one would allow individuals who move from visiting to tenure track status to have a fair and full probationary period. Given the current rules of R & P for faculty seeking tenure, this change does not preclude a visiting faculty from seeking a tenure decision prior to the end of the probationary period similar to any other faculty hired on a tenure track.